

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Helper Junior High District Carbon

Target Group:(whole school, entire class) whole school (grades 7-9)

Target Group selection is based upon the following data/information/school improvement goals: Goal: All students will raise GPA by minimum of .25 (students earning high honor roll status will work to maintain GPA.)

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improved grades 100% improvement in GPA by .25 or maintain honor roll status	Competency IV Understand how to apply academic and vocational skills to achieve personal goals ASCA Standard Personal/Social Standard 8 Student will make decisions, set goals, and take necessary action to achieve goals	Goal setting through student/Parent generated individualized educational contract Daily assignment tracking-planner Weekly tracking by counselor of high risk students Deficiency notices mailed home every two weeks	Staff cooperation and support Parent knowledge and participation in our "Focus on Achievement" year long plan	Compare & calculate differences in GPA quarter to quarter	End of first quarter throughout remaining school year	204 (all students in school)

Jim Mandy
Principal's Signature

May 6, 05
Date

March 30, 2005
Date of Staff Presentation

Karen A Kone
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Helper Junior High

District Cannon

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Karen Kone	All students	Report cards Educational contracts Letters home to parents - counselor generated	Oct. 22, 04 to May 26, 05	204	Second Quarter 44 students or 25% met goal Third quarter 75 students or 40% met goal Incentive / reward activities provided great motivation for students	Significant increase in number of students who raised or maintained honor roll GPA	The data says that personalized student intervention, along with support from staff, parent and Parent Teacher Organization is working

Jim Maffey
Principal's Signature

May 6, 05
Date

March 30, 2005
Date of Staff Presentation

Karen Kone
Prepared By

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**Include actual numbers and attach data, examples and documentation

2nd Quarter
Scoops Date

09 Students maintained high honors GPA

19 Students raised GPA .20 to .50

05 Students raised GPA .51 to 1.00

01 Student raised GPA 1.00 or above

10 Students raised GPA .20 or less

44 Students Total

3rd Quarter
Scoops Data

20 Students maintained high honors GPA

04 Students maintained GPA

20 Students raised GPA .25 to .50

12 Students raised GPA .51 to 1.00

07 Students raised GPA 1.00 or above

13 Students raised GPA .15 or less, - put them on honor roll status

76 Students Total

1st and 2nd Quarter - 2004/2005

7th Grade

Number of students with D's - 34

Number of students with one F - 9

Number of students with multiple F's - 14

8th Grade

Number of students with D's - 29

Number of students with one F - 5

Number of students with multiple F's - 17

9th Grade

Number of students with D's - 39

Number of students with one F - 7

Number of students with multiple F's - 21



HELPER JR. HIGH

A Comprehensive Guidance Curriculum School

Karen Kone - Guidance Counselor

151 Uintah Street • Helper, Utah 84526

Telephone (435) 472-5441

Fax (435) 472-3502

February 3, 2005

Dear Parents/Guardians,

At the beginning of second quarter, all of our students were given the challenge to raise their grade point averages. To achieve this goal, I met with small groups of students. Each student wrote a personalized improvement plan, which identified factors that foster improvement or maintenance of good grades. Your child has met this challenge by either raising his/her GPA by a minimum of .20 or maintaining a 3.0 or better grade point average.

In recognition of their efforts, the Helper Junior High Parent Teacher Organization is sponsoring a "Scoops of Appreciation Party". This ice cream social will be held on Wednesday, February 9th, during 5th period. Your child will be excused from class to attend this party.

I am very proud of the students' accomplishments. I congratulate you on your child's success. Your role in encouraging their success and support of our focus on achievement at HJH is very appreciated. Thanks for all you do to make Helper Junior High School a great place for students.

Respectfully,

Karen D. Kone
Comprehensive Guidance Counselor



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Karen Kone - Guidance Counselor

151 Uintah Street • Helper, Utah 84526

Telephone (435) 472-5441

Fax (435) 472-3502

February 6, 2005

Dear Parents,

It is very important that to take a critical look at your student's grades up to this point. Your student has received at least one failing grade (F) this year. Very simply, this means that already your child's graduation is in jeopardy. Students cannot fail classes and expect to graduate from Carbon High School. These credits will have to be made up.

In the meantime, there must be a plan to prevent any more failing grades. In my review of the data, I have found two factors that are common to those who consistently earn good grades. First, good school attendance. Students miss critical information when they miss class lectures, demonstrations, and discussions. So, missing school should be reserved for illness or special circumstances.

Second, students who continue to earn good grades plan for success. They know exactly what they have to do to improve grades in specific classes. They also keep very close track of their grades often during the quarter. For this reason, I have included a planning guide for your student. The guide is green. Please take the time to go over this with your student listing concrete, specific things that must be done to maintain good grades or improve a grade. These forms must be returned to Mr. Montoya by February 17th. Mr. Montoya will call you personally if they are not returned by that time.

Then, work out a system with your student about checking grades at least once a week. The SIS grade system can be accessed right in your own home. (If you need instructions, please contact me.) Students can also check their grades in the office with Mrs. Branson, in the library with Mrs. Brown or with Mrs. Mortensen. The counseling office can also provide this information.

Please contact us if you need any further help or information.

Sincerely,

Karen Kone
HJH Counselor

Mr. Montoya
Principal



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A Comprehensive Guidance Curriculum School

Karen Kone - Guidance Counselor

151 Uintah Street • Helper, Utah 84526

Telephone (435) 472-5441

Fax (435) 472-3502

February 6, 2005

Dear Parents,

It's hard to believe, but it is already third quarter. This is the quarter traditionally when some students tend to falter a little. Let's work together to prevent grades from falling.

It takes planning and effort to maintain strong academic performance. In my review of the data, I have found two factors that are common to those who consistently earn good grades. First, good school attendance. Students miss critical information when they miss class lectures, demonstrations, and discussions. So, missing school should be reserved for illness or special circumstances.

Second, students who continue to earn good grades plan for success. They know exactly what they have to do to improve grades in specific classes. They also keep very close track of their grades often during the quarter. For this reason, I have included a planning guide for your student. The guide is yellow. Please take the time to go over this with your student listing concrete, specific things that must be done to maintain good grades or improve a grade. I would appreciate having the completed forms returned on or before February 17th. Third quarter, traditionally, is the quarter when grades sometimes take a dip. Let's work to prevent this.

Then, work out a system with your student about checking grades at least once a week. The SIS grade system can be accessed right in your own home. (If you need instructions, please contact me.) Students can also check their grades in the office with Mrs. Branson, in the library with Mrs. Brown or with Mrs. Mortensen. The counseling office can also provide this information.

Thank you for your support. Again, please know that we are committed to helping every student find success in our school.

Sincerely,

Karen Kone
HJH Counselor



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Karen Kone - Guidance Counselor

151 Uintah Street • Helper, Utah 84526

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Fax (435) 472-3502

February 6, 2005

Dear Parents,

Recently your student received an award for his/her outstanding academic achievement. Congratulations! This award recognizes the time and effort involved in that kind of record.

It takes planning and effort to maintain strong academic performance. In my review of the data, I have found two factors that are common to those who consistently earn good grades. First, good school attendance. Students miss critical information when they miss class lectures, demonstrations, and discussions. So, missing school should be reserved for illness or special circumstances.

Second, students who continue to earn good grades plan for success. They know exactly what they have to do to improve grades in specific classes. They also keep very close track of their grades often during the quarter. For this reason, I have included a planning guide for your student. The guide is pink. Please take the time to go over this with your student listing concrete, specific things that must be done to maintain good grades or improve a grade. I would appreciate having the completed forms returned on or before February 17th. Third quarter, traditionally, is the quarter when grades sometimes take a dip. Let's work to prevent this.

Then, work out a system with your student about checking grades at least once a week. The SIS grade system can be accessed right in your own home. (If you need instructions, please contact me.) Students can also check their grades in the office with Mrs. Branson, in the library with Mrs. Brown or with Mrs. Mortensen. The counseling office can also provide this information.

Thank you for your support. Again, please know we are very proud of our academic student leaders!

Sincerely,

Karen Kone
HJH Counselor



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February 6, 2005

Dear Parents,

Please accept my sincere congratulations for the recent Red and Black Club honor that your student earned. This award was created to reward those students who maintain excellent citizenship grades.

HJH is very proud of these students. Being a good citizen is critical not only to our school but to our community and our world. Citizenship grades reflect punctuality, appropriate classroom behavior, and respect for teachers and classmates.

These are all qualities that translate directly to the world of work where being on time, understanding appropriate behavior, and having respect for co-workers are imperative for success.

We also recognize the strong influence of parents on citizenship. Thank you for your efforts.

Sincerely,

Karen Kone
HJH Counselor



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February 6, 2005

Dear Parents,

Your student was one of the students who made a goal of improving his/her grades by .25. This was a goal that required advance planning and dedicated effort. I am delighted to inform you that they met their goal. Congratulations!

It does take planning and effort to maintain strong academic performance. In my review of the data, I have found two factors that are common to those who consistently earn good grades. First, good school attendance. Students miss critical information when they miss class lectures, demonstrations, and discussions. So, missing school should be reserved for illness or special circumstances.

Second, students who continue to earn good grades plan for success. They know exactly what they have to do to improve grades in specific classes. They also keep very close track of their grades often during the quarter. For this reason, I have included a planning guide for your student. The guide is blue. Please take the time to go over this with your student listing concrete, specific things that must be done to maintain good grades or improve a grade. I would appreciate having the completed forms returned on or before February 17th. Third quarter, traditionally, is the quarter when grades sometimes take a dip. Let's work to prevent this.

Then, work out a system with your student about checking grades at least once a week. The SIS grade system can be accessed right in your own home. (If you need instructions, please contact me.) Students can also check their grades in the office with Mrs. Branson, in the library with Mrs. Brown or with Mrs. Mortensen. The counseling office can also provide this information.

If I can be of further help, feel free to contact me.

Sincerely,

Karen Kone
HJH Counselor

**FOCUS ON ACHIEVEMENT
THIRD QUARTER CONTRACT**

Student Name: _____

Grade: _____

Instructions to parents and students:

Please review and complete together the following questions. Responses should be specific and highlight a student's strengths as well as areas needing improvement. This same process was done during second quarter, so your student is familiar with focusing on achievement.

One area (class) that I excelled in second quarter is _____. List the reasons why you excelled.

One class that I could make improvements in is _____. To make improvements I must

My behavior either has a positive or negative affect on my academic performance. List specific behaviors that can improve or maintain my citizenship and academic success.

One class that I need extra help in is _____. I can get extra help by doing the following things:

Student Signature _____ Parent Signature _____

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Henper Junior High District Carbon

Target Group: All 9th grade students

Target Group selection is based on the following data/information/school improvement goal: Each ninth grade student will generate a resume as required for participation in Project Reality Town and/or could be used for employment

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Generate well written resume appropriate for use in actual job search	Career Development ASCA Standard 3 Students will understand the relationship of academics to the world of work & to life at home and community. ASCA Standard 5 Students will employ strategies to achieve further career success and satisfaction	English teacher guided during assigned English classes- 2-3 periods required	English teacher in agreement to use class time to instruct students in resume writing skills and correct final student copies	Number of students completing a well written and organized resume	2/7 - 11/05 Reality Town 2/15/05	71

Jenn Mntz
Principal's Signature

May 6, 05
Date

March 9, 2005
Date of Staff Presentation

Karen O'Kane
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

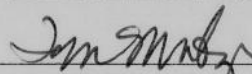


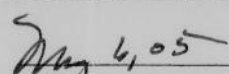
Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

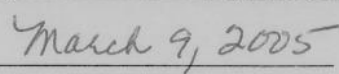
Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

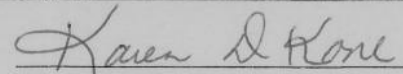
School Helper Junior High District Carbon

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Karen Kone	All ninth grade students	Teacher and counselor generated Word-Resume Wizard	2/7-11/05 Reality Town 2/15/05	71	0% of the students had a resume at the start date 100% of the students in ninth grade English classes had a resume in their English Portfolio at the ending date	Each student can write a resume in clear and concise manner. Resume is ready to be used for job applications	This activity served two purposes - Resume writing skills and participation in Project Reality Town



 4, 05

 March 9, 2005

 Karen Kone

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation